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CONTENTS

President Jordan on the High School Course

An Esperanto Expert in the United States

Educational Exhibit, Alaska-Yukon-Pacific Exposition

Book Reviews

Notes

High School Corrections and Changes

Educational Directory

Meetings

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MARCH, 1908

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PRESIDENT JORDAN on the HIGH SCHOOL COURSE

The last word of Dr. David Starr Jordan on so important an educational subject as the high school course of study will be of interest to our readers. The following paper was written by President Jordan for the meeting of the State High School Teachers' Association, held at Santa Cruz during the Christmas holidays, 1907:

The High School Course

It has been lately said that the weakest part in our educational system is the high-school. It has less unity in theory and less definiteness in practice than any other, and those who have charge of its administration are less sure that they are doing the right thing, than is the case with other types of schools. "As a forcing house between grammar school and college," says a recent writer, "the high school hasn't time to do anything very well." Hence it may be well to try to do fewer things, thus saving time to do some things better.

If we were to start at the beginning of education, discarding the results of tradition and of half-hearted experiment, what should the high school do? By high school we mean the four years of school life from the age of 13 or 14 to that of 17 or 18, resting on the primary and grammar school on the one hand and presumably leading to the college on the other, in most cases the last of the years in which the student lives at home and goes to school.

It has these duties clearly indicated: To give a rounded development of physical and mental powers, so that no line of talent shall perish by default; it should indicate and emphasize that form of ability which will count for most in the conduct of life, and it should do its foundation work with such thoroughness that the higher education may be built upon it with the certainty that the attainments shall be solid, so far as they go. This is all that the colleges and universities have the right to ask, and for them to specify certain classes of subjects, regardless of the real interest of the secondary schools and their pupils, is a species of impertinence which only tradition justifies. To demand thoroughness of

secondary instruction and to enforce this demand in any practicable way is the duty of the college, but the question of what the high schools shall teach is a question for these schools to decide for themselves. In general, the high school graduate who has a training worth while in the conduct of life is also fitted to enter college for further training.

Partly Elective System

In general, too, the high school must consider its individual students. A well-rounded training for one is a very lop-sided discipline for another, and the development of special interests must not be overlooked. For these reasons a considerable range of choice is necessary in a good high school. This does not, however, imply an elective system such as the colleges have found necessary. In an ideal school system, the election should be mainly in the hands of the teachers. But at the same time the wise teacher makes sure that the student maintains a continuous interest in something. The lack of such sustained interest is the main reason why most of the boys drop out of the high school to get where they will be doing something—dealing with things, not words.

In Touch With Realities

It is clear that even yet, with all the encroachments the sciences have made, the study of words still fills too large a part in our secondary schools. The traditional college education was a training in words. It is easier and cheaper to teach language than anything else. The average child learns words by rote, while other subjects demand a more complex method, and the tendency is to fill the child with words regardless of the dyspepsia and disgust the abnormal diet may produce.

In my judgment, with the average student, and especially the average young man, some study of natural science ought to go with every year in the school. The child is surrounded by a world of actualities, each producing a definite effect on his senses. In an out-of-door world, he recognizes that external things are real. He

knows that the sun rises in the east, and he soon learns the various phases of woodcraft and fieldcraft—how to comport himself in the presence of realities. The constancy in these relations gives to him a kind of moral training, and the knowledge he obtains he wins at first hand. It is acquired in terms of his own experience and in such terms all real and helpful knowledge must always be stated.

No Imitation Nature Study

In our cities we cannot replace the training of the farm, the knowledge of the woods and hills, but we can continue to give, in some degree, the essential part of it—contact with realities and extension of knowledge in terms of experience. This is through real contact with animals, plants, rocks, chemical compounds and physical instruments, and a well conducted scientific laboratory has the same value as out-of-door experience, with the great addition that it can be made systematic and therefore effective for power. The value of genuine nature study, study of science in out-of-door laboratories is of the very highest order. Not so the imitation nature study, the study of sentimentalisms about nature, of nature words smothered in painted adjectives, now popular in some quarters. Of still less value are the nature books, written as pot-boilers by men who would turn out dime novels or problem plays just as cheerfully if the literary current set in that direction. The student of realities in nature and the "nature-fakir" are not on speaking terms with each other.

Once the student cuts entirely loose from real objects, and spends his days among diacritical marks, irregular conjugations, and distinctions without difference, his orientation is lost. He loses the distinction between what is inherently true and what is true by agreement among men. He does not go far enough to touch bottom again in the real science of philology. And the average American boy quits the high school in disgust because he cannot interpret its work in terms of life—he cannot see how its work is related to the world of things as they are.

As to the relative value of the sciences, that is a minor question. Those sciences are best which give largest play for observation and judgment. Those sciences are best which can be taught best, with most accuracy and enthusiasm. In general, it is better to teach one science well than two imperfectly, and the reason for teaching any science is its helpfulness to the mind, not the fact that there may be money in knowing it. But to have any value at all, the science we teach must deal with realities, not book-science. If you study nature in books, when you go out of doors you cannot find her.

Training for a Motor People

And this, too, is a reason why manual

training of some sort ought to form some part of every well-balanced school course. Training of the hand is really training of the brain. This is a motor world we live in—a world in which men do things. We of America are pre-eminently a motor people. We do things. What can I do with it is the first interest of every child. And to learn to do things with the hand is of greater value as mental training than the disentanglement of phrases, or the memorizing of lists of irregular verbs. The development of manual training of some sort for all boys and girls will represent the greatest immediate forward step in secondary education. But the purpose of this training must be intellectual, not to teach a trade, and only secondarily to fit for the engineering courses of the universities.

Mastery of English is Essential

As the third of the three most important duties of the high school, I would place the mastery of English. The student ought to learn how to write good English—clear, accurate and straightforward. He should read enough good English to know it when it is written. He should study poetry enough to know what it is about, and if he is to do any memorizing, there is nothing that enriches the mind so much as the memory of good verse. I do not know how good English can be taught. Most of the students who use it seem to have grown up in it rather than to have acquired it in the schools. But it is the most important tool of every man who possesses it. It is wanted in every profession, in every walk of life. The high-school course of every man who acquires it must be judged successful, and no pains should be spared to emphasize its importance. How to give this power is another question. Probably the real teacher of English, like the poet—which indeed he must be—is born, not made.

The rest of the high-school course has a minor claim on our attention. Algebra and geometry have a high practical, as well as definite intellectual value. These constitute, moreover, the only door to the profession of engineering. History may be learned in the high school, but its significance is mostly seen later. The practical demands of intelligent citizenship seem to call for modern history, elementary economics and civil government as high school subjects. Besides, those who do not go to college will read no history they do not begin in the high school. The languages, ancient and modern, have a high value to those who can master and use them, for every new language opens to a man a new world and the influences of a new civilization. Most high school students get very little from any of them, and the one intellectually most important—the Greek—is practically excluded from our secondary schools as being of least practical value. Without in the least underrating the value

of Latin to "Roman-minded men," who make a manly use of it, there is no doubt that the average American high school boy gets less out of Latin than out of any other subject in the curriculum. We may regret this, but we must face it as a fact. For the rest, drawing ought to have a place in the course, if only for its value as an aid to observation. "A pencil is one of the best of eyes," as Agassiz used to say, and drawing is one of the means of expressing observation in terms of action.

In brief, the American high school ought to limit the range of its activities so as not to do too much at the expense of thoroughness. It ought to broaden its range so as to give to each boy or girl what is individually best, and it ought to keep in touch throughout with realities, with the power of doing things, and it ought to cherish as its choicest art the cultivation of the power of clear, accurate and original expression in the greatest of all languages, which is our own.

AN ESPERANTO EXPERT IN THE UNITED STATES

By D. O. S. Lowell

A little over a year ago, I began to hear of a certain youth who was traveling about Europe, giving his days and his nights, his money and himself, to the spread of Esperanto. The discussion had continued for some time. When I found myself at the Third Esperanto Congress, in Cambridge, Eng., last August, I looked eagerly to see if Mons. Edmond Privat were among the multitude.

I well remember the first time I saw him. It was in a special conference that met on Sunday afternoon, August 11, to discuss plans for the translation of the Bible into Esperanto. The discussion had continued for some time, when a gentleman arose, who secured immediate attention. All around me quick whispers ran: "Privat! Privat!" Then there was silence.

Could I believe my eyes? Was that stout man with the shock of black hair, the high forehead, the deep-set eyes, the serious, thoughtful face, a boy of eighteen? Yet so it proved, though I should have set him down—especially after hearing him speak—as being perhaps thirty. He opened his lips, and a stream of Esperanto eloquence flowed forth, as clear and effortless as the gush of a mountain spring. There was no hesitation, no groping after words, and all his speech was sane and convincing. His propositions carried weight; and though famous Esperantists were there, some more than three times his age, few of them offered wiser counsel, and none spoke more fluently than he. It is scarcely too much to say that he shaped the policy of that conference.

Often, during the ever-to-be-remembered week that followed, I heard Edmond Privat's voice enunciating thoughtful ideas in the purest Esperanto, and I never ceased to admire. Whenever he spoke there were, indeed, two wonders conjoined—a wonderful language issuing from the lips of a wonderful young man.

Later I learned something of his history. He was born in 1889, the son of a Geneva schoolmaster. He was a linguist from his cradle, and entered college at the age of

twelve. At thirteen, he caught his first glimpse of Esperanto, and was enchanted with the simplicity and regularity of the new language. The first evening, between six o'clock and bedtime, he learned the language sufficiently well to write an almost errorless letter, and at once began his career as an Esperanto missionary. He climbed high in the councils of the Esperantistaro, till in 1906 he became Honorary Secretary of the Second World Congress. In a letter which I received from him recently, he relates some of his early experiences. I quote a few sentences, giving his own words, with translation in parenthesis:

"En 1903 (In 1903) mi fondis (I founded) la 'Juna Esperantisto'-n (the 'Young Esperantist'); en 1905 (in 1905) ce la unua Kongreso (at the First Congress) en Bulonjo-sur-Mar (in Boulogne-sur-Mer) mie malfermis oficialan diskuton (I opened an official discussion) pri la junularo movado (concerning the young people's movement). En la sama Kongreso (In the same Congress) kunvenis ankau (there assembled also) speciala kongreseto (a special congress in miniature) de gejunuloj (composed of young people of both sexes) kaj geinstruistoj (and male and female teachers) kiuj elektis (who elected) la komitaton (the committee) kies nomo (whose name) estas sur (is upon) mia leterpapero (my letterpaper) [Internacia Komitato por la Instruado de Esperanto al la Gejunularo (International Committee for the Teaching of Esperanto to Boys and Girls Everywhere)] Nia cefa laboro (Our principal task) estas kuragigi (is to encourage) la interkorespondadon (the exchange of letters) inter diverslandaj infanoj (between children of different lands). Mi lernas (They got information) ricevas novajn ideojn (receive new ideas) grandigas sian idealon (enlarge their ideal) amikigas kun fremduloj (become friends with foreigners) kolektas stampojn (collect stamps) au aliajn kurlozaĵojn geografiajn (or other geographical curiosities) per la korespondado en Esperanto (by correspondence in Esperanto)."

Does this seem a Utopian dream? Doubt-

less not all children are Privats, yet they can learn Esperanto, and learn it quicker, too, and better than any other tongue besides their own. The first international delegate to speak at the Third Congress at Cambridge was Nestor Volcan of Venezuela, a lad only thirteen years old. He gave his message in a clear, convincing voice that reached the ears and hearts of men and women speaking more than twenty languages; and a few days later I heard him chattering on the street in Esperanto as though he had been to the manor born. Another day I stood talking with the Marquis de Beaufront, to whom Esperanto owes more than to any other man except the inventor, Dr. Zamenhoff, when a young man of about twenty-two approached us. The Marquis introduced him with the remark, "This is the second Esperantist in France. I was the first, and I taught this young man when he was a child." And the two Frenchmen fell a-talking in the international tongue as if they had never known any other.

A few days since I received a message that gave me great pleasure. It was from Sinjoro H. Bollingbroke Mudie, one of the "Trio" that made the Third Congress such a phenomenal success, and ran thus:

"*Mal fervora amiko Privat, el Genevo* (My zealous friend Privat, of Geneva) nun *vojagas en la U. S.* (Is now traveling in the U. S.) *kaj se vi povos* (and if you shall be able) *helpi lin* (to help him) *fari paroladon* (to deliver an address) *en via urbo* (in your city), *mi estos* (I shall be) *pli ol kontenta* (more than satisfied)."

I am glad to say that arrangements have been made for Sinjoro Privat to deliver more than one address "en mia urbo," so Sinjoro Mudie and all other good British Esperantists will be "pli ol kontenta." It is to be hoped that many teachers will seize the opportunity to hear him in every city whither he shall go. He has already spoken in New York and Philadelphia, and is now giving courses that are largely attended.

Sinjoro Privat, like the other eminentuloj in the Esperanto world, is not after what he can get, but what he can give. He is not in the cause for profit, but for service. His plan hitherto has been to earn a little money by giving Esperanto lessons where interest has been aroused, and then at once to expend this in the furtherance of the object to which he has given himself without reserve.

The December number of the British Esperantist has a most interesting article describing the farewell accorded Mons. Privat by the "C. U. T. E. S." or members of the Cambridge University and Town Esperanto Society, on the eve of his sailing for America. The president of the meeting was Prof. J. E. B. Mayor, of the University, who first began the study of Esperanto last July, though he is over fourscore years of age; he saluted the veteran Esperantist Privat, whose years do not yet number one score. In conclusion, he said:

"*Mi estas tute konvinkita* (I am thoroughly convinced) *pri la brila estonteco* (of the brilliant future) *de Esperanto* (of Esperanto). *Ni ciuj vivigu la lingvon* (let us all make the language live) *ni akiru la kutimon* (let us acquire the custom) *legi laute Esperanton* (of reading Esperanto aloud); *tiel ni efektive vivigos gin* (thus we shall actually make it live); *nur mortintoj* (only dead men) *faras montintajn lingvojn* (make dead languages)."

The schools of France and England are awake to the advantages of Esperanto as a language study, and also as a medium of international communication, and are introducing it into their curricula. Sro. Privat has himself learned English since last August, largely by its aid. It is a passepartout to many languages and simpler than any of them. The world needs it, and the world is learning it; which end of the procession of learners shall "Usono" lead?—N. Y. School Journal.

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EDUCATIONAL EXHIBIT ALASKA-YUKON-PACIFIC EXPOSITION

The management of the Alaska-Yukon-Pacific Exposition, which will be held at Seattle, opening June 1, and closing October 15, 1909, is planning for an interesting educational exhibit. A large portion of one of the largest exhibit buildings on the grounds—the Manufacturers, Liberal Arts and Educational Building—will be devoted to the housing of the displays pertaining to education. This structure is now well under way, and will be completed in the near future.

It is the intention of Henry Dosch, Director of Exhibits, to erect two up-to-date school buildings, one a model of a city school and the other a model or a country school building. These buildings will contain all of the modern equipment used in furnishing schools, and classes will be in session at different times during the day. Illustrated lectures by prominent speakers on public schools and their value to society will be a feature of the exhibit.

One of the features of the educational exhibit will be the display of the progress made in the development of the school system of Alaska, and the results of the work accomplished by the pupils of the North.

Education is linked rather closely to the affairs of the Alaska-Yukon-Pacific Exposition, as it will be held on the unused portion of the campus of the University of Washington, a rapidly growing college, and several of the buildings of the exposition will be made permanent, to become the property of the institute of learning after the fair closes.

The plan and scope of the educational exhibit is set forth by the division of exhibits as follows:

"To educate the public as to the progress, present meaning, scope and needs of present-day education.

"Methods to be used to follow two lines—special and general—the special exhibit to be made after consulting educational experts throughout the country, and the general exhibit by inviting the different States and foreign countries to contribute separate exhibits along suggested lines.

"The scope of the exhibit in the special line is limited to kindergarten, elementary and secondary education as conducted in any public, rural or urban, day or night, industrial or special schools, both foreign and domestic.

"The contents of all these exhibits will set forth organization, legislation, administration, finances, general statistics relating to schools and education, curriculum, principles and methods of instruction, results obtained, etc.

"The means for presenting this exhibit to be by erecting two model school buildings, one the model of a city or town school building, the other the model of a country school building, both with appropriate and adequate school, play and gardening grounds about them, and sufficiently equipped with the latest and best appliances to set forth the purposes of the exhibit.

"The city school building should be large enough to show the following lines of work and exhibits: Kindergarten, library, primary, grammar, high school, recitation, laboratory, lecture, assembly, study and library rooms, gymnasium, manual arts, lunch room and principal offices. One whole floor, probably the top one, will be given over to the placing of the general exhibit and space allotments."

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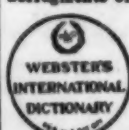
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BOOKS

In the last issue, an article on Teachers and Trustees was closed, with a short discussion on the topic of Moral Education in the Public Schools. At that time we had not read the book of that title recently published. Now that we have read it, some of the answers to the questions raised in that article seem to have been found.

The book is a collection of five essays, prize winners in the five-hundred-dollar contest of which Dr. C. R. Brown of Oakland, President David Starr Jordan of Stanford University, and Prof. Fletcher B. Dresslar of the Department of Pedagogy of the University of California were the judges. The money was contributed by some anonymous citizen of California. The prize was unanimously awarded to Principal Chas. E. Rugh of the Oakland City Schools. The other essays in the book were considered so well worth preservation that the five were printed and are now offered to the public.

They do not limit themselves to the discussion of the defects in the schemes proposed by those who frequently appear in the daily papers, in wild alarms over the condition which they think should be concerned in the teaching of morals in the public schools. The essays by Mr. Rugh, and by Mr. Frank Cramer of Palo Alto, are both especially fruitful of suggestions for the teaching of this subject. Mr. Rugh is particularly noticeable for the fluent and easy manner in which he treats the subject matter. While others take up the subject in an argumentative way, he proceeds from step to step so smoothly that his point is proved without our having been forced to become conscious of his argument. No two of the five take up the same line of argument, but they wind up with much the same suggestions.

The course of study may be formalized, the way made easy to the teacher by suggestions from either the school board or the principal; but, after all, the teaching of morals will depend upon the trained teacher—trained alike to good teaching and to good morals. This constant reiteration by each of the five essayists makes a more conclusive and formidable argument for the trained teacher, as contrasted with the one who drifts into the profession, than almost any other line of proof that we have seen. It shows so conclusively that the teacher must know how to handle the cases wisely that it makes the danger plain of entrusting teaching to incompetent minds.

"Moral Education in the Public Schools," by Chas. E. Rugh, T. P. Stevenson, Edwin D. Starbuck, Frank Cramer and Geo. F. Myers. Ginn & Co., 203 pp., \$1.50.

A book that shows what can be done in the way of training of public school children through their play is "Education by Plays and Games." In this book the matter is divided mainly into two parts—first, "The Theory, History and Place of Play in Education," and second, "A Suggestive Course of Plays and Games." In the first place, the author takes up the plays of the playground, athletics, manual training, vacation schools, and all of the parts of school work outside of the formal course of study, and shows how the child may be made to grow by exciting its interest, which may be done through these means. With the awakening of interest, the moral growth of many children begins, where the school in itself had been before a place to be shunned. When the school life was made interesting they became desirous of standing well for their own sakes, since they then realized a standard they themselves helped to create.

The second part of the book contains games and occupations graded according to the ages of the pupils, as included between certain years. In many cases, full directions are given for the playing, but where the game is generally familiar, the name or names by which it may be recognized are given, and details omitted.

This book should be a valuable aid to those who are trying to work out the suggestions made in the book on moral training, also reviewed in this number.

"Education by Plays and Games," by Geo. E. Johnson, Superintendent of Playgrounds, Recreation Parks and Vacation Schools, Pittsburg, Pa. Ginn & Co., 234 pp; heavily illustrated; 90 cents.

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NOTES

Sacramento, February 8.—The State Board of Education today decided to re-adopt the elementary geography now in use in the schools of the State, and also adopted the advanced geography to be published from the Tarr-McMurry text. The Board decided that the split series of text-books are injurious to the schools, and that the advanced geography in present use is an inferior book. The new books will cost 35 cents less than the old books. The contracts with the publishers were signed for eight years instead of four as heretofore, but the new books will not be put into the schools for one year, as they cannot be made to meet demands until that time.

After a long discussion, it was decided to postpone action on the matter of the proposed change in the elementary and advanced arithmetic until the next meeting of the Board. The members of the Board decided that there are not sufficient data on hand to make a conclusive decision whether the texts offered are superior to the texts now in use.

Oakland, Feb. 5.—President A. A. Macurda of California College announced today that the institution had received \$2,000 from Clyde Carson Reid of Reedley, Cal., to endow a scholarship to be known as the Mary Elizabeth Eastman scholarship. The income of the gift will be awarded yearly to defray the tuition expenses of a student in the College or Academy.

Since the Christmas season, California College has been the recipient of three financial gifts. The Baptist Social Union of San Francisco and vicinity will hold a meeting at California College Thursday evening, February 20. An address will be delivered by Rev. Robert Whitaker. Music will be given by the California College Girls' Glee Club.

With a view to providing pensions for teachers who have taught in Los Angeles City Schools for thirty years, it is said that City Superintendent of Schools E. C. Moore will suggest to the Charter Revision Committee an amendment covering this point.

The suggestion came to Superintendent Moore while looking over the records of teachers, in which he found that more than a score of women in the public schools had taught for a quarter of a century, while a few had taught thirty years. Some of these years they had spent teaching in other cities, but several have taught twenty years in Los Angeles.

With the idea of retiring these women on half pay after they have devoted a lifetime to the work of teaching, Mr. Moore wrote to Deputy City Attorney Wilson. The latter replied that there was nothing in the city charter covering this point, so it may be that Mr. Moore will make the suggestion to the Charter Revision Committee.

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Say you saw it in the Sierra Educational News.

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Albert Bushnell Hart, professor of American history at Harvard, will deliver a series of thirty lectures before the next session of the summer school at the University of Washington.

After the completion of his contract with the University, Prof. Hart will sail for Japan, then going to India, Palestine and Europe.

Inland Empire Teachers

The Inland Empire Teachers' Association will hold its convention at Pullman, Washington, April 8-10. It comprises the territory east of the mountains, and includes Oregon, Washington, Idaho and Montana.

President—J. H. Ackerman, State Superintendent of Oregon.

First Vice-President—W. E. Wilson, Elensburg State Normal.

Second Vice-President—Miss Aurelia Henry, Lewiston State Normal School.

Third Vice-President—W. E. Harmon, State Superintendent of Montana.

Secretary—J. E. Williamson, Superintendent Boise Schools.

Treasurer—Charles Timblin, Washington State College.

Executive Committee—H. C. Sampson, Washington State College; S. B. L. Penrose, President of Whitman College; Mr. Eldredge, University of Idaho.

Place of Meeting in 1908—Pullman, Wash.

Dr. Jesse F. Burks, Principal of the City Training School of Albany, New York, has just been appointed to take a tour of inspection of the Philippine Islands with Commissioner Dr. David P. Barrows, to confer with him in regard to the educational policy of the Islands, especially the organization of industrial instruction in the schools.

There is to be a vacation assembly of all the American teachers in the Islands, about 1,000, for four weeks, beginning the 15th of April, which Dr. Burks is to address.

Dr. Burks used to be an instructor in the San Diego Normal. His friends will be interested.

Mr. E. D. Burbank, Dartmouth, '90, has been transferred from Iowa to this State, by Ginn & Co., to take up the work left by Mr. A. E. Shumate. He began with the Southern California Teachers' Association, and came north to the State meetings at Santa Cruz, where he won many friends.

From San Bernardino

Sacramento, Cal., Feb. 12, 1908.

To Whom It May Concern:

This is to inform you that I have this day considered the cases of Miss Eleanor Crow and Miss Maude C. Graves of San Bernardino, who have appealed to me, under the provisions of section 1699 of the Political Code. I have required the County Superintendent of Schools of San Bernardino County to investigate the matters, and present the facts to me. I have considered

these, together with the statement of E. W. Conrad, Secretary of the City Board of Education, covering these same matters; and my judgment in the case is as follows:

Miss Crow and Miss Graves spent five days in attendance at a teachers' institute, pursuant to the orders of their superior officer, the County Superintendent of Schools. The law provides that a teacher's salary shall not be reduced by reason of such attendance; therefore these teachers are entitled to their salaries for the five days in question, and my judgment is hereby recorded in favor of them.

I understand that the Board of Education of the city of San Bernardino doubts the wisdom and the legality of holding an institute in two places; and urges that the meeting in question was called Southern California Teachers' Association instead of Joint Institute, and declared a holiday during institute week. These seem to me, technical objections, not affecting the right of a teacher to undiminished pay during the time of attendance at an institute, under the orders of the County Superintendent of Schools, and my judgment is recorded as above.

EDWARD HYATT,

Superintendent of Public Instruction.

President W. M. Parker of the City Board of Education is preparing to bring action against the County Auditor to enjoin him from paying school warrants to Miss Eleanor Crow and Miss Elizabeth Graves for two days' attendance at the sessions of the Southern California Teachers' Association in Los Angeles in December, the Board having declared that the sessions were not part of the joint institute. Prof. Edward Hyatt, State Superintendent of Instruction, has decided otherwise.

Teachers of Fresno and Madera Counties will meet in Fresno on Tuesday, March 10, and continue for three days in a joint institute. The meeting will be held at the Washington grammar school. The arrangements for the institute have been made by Superintendent Lindsay and Miss Estelle Bagnelle, the Superintendent of Madera, and the program outlined in general.

For the institute meetings, lecturers from elsewhere will be bespoken, and among these are named: Profs. Lange and Cumberly, the latter in the department of Pedagogy of Stanford University; City Superintendent of Schools McClymonds of Oakland; State Superintendent of Public Instruction Hyatt, and Dr. Richard G. Boone, an eastern educator. The latter has been head of the department of pedagogy in the Indiana University, and also President of the Michigan State Normal School. He is now editing "Education," a Boston magazine.

Dr. Boone will address the public meet-

ing on Wednesday, the 11th. On each of the days of the institute, two general sessions will be held, forenoon and afternoon. At other times the general institute will be divided into sections, of which there will be five, namely, first and second; third, fourth and fifth; sixth, seventh and eighth grades; and lastly, a section that will take up a discussion of Bagley's "Educative Process," a new book which is being studied by many teachers of the country. The book was recommended by Dr. Moore of Los Angeles. This section will be in charge of Prof. Cumberly.

The new parental school building, over in the vicinity of Elysian Park, Los Angeles, will be open about March 1. The building is practically complete. Even the furniture has been purchased. Now all that the workers are waiting for is the delivery of the same.

I. P. Thurston has been chosen principal, and his wife will act as matron. Children who do not seem to be able to fit themselves into the corner and surroundings assigned them in the public schools will be taken into the parental school, instructed, given a chance to find their niche and make good. As little semblance of severity as possible will be manifest in the government.

There are a number of children in the different schools in the city who are candidates for the new school and who can be much better handled in it than in the ordinary school room. This means that the child of peculiar temperament will have a much better chance to get along and grow up right, as well as giving the instructor less arduous work.

Mr. and Mrs. Thurston will reside on the grounds.

Pomona, Feb. 14.—Practically all the teachers of the Pomona Public Schools met last night and organized a study circle. During the meeting a report was presented by a committee appointed to consider desirable courses of study and lists of books desirable for reading. It was decided to take up for consideration first, Monroe's History of Education.

Superintendent P. W. Kauffman will be the leader of the next meeting, when the first chapter of this book, which is entitled "Primitive People; Education in Its Simple Form," will be considered.

The teachers of the Pomona schools have engaged George Leslie of the child study department of Los Angeles to deliver a lecture on hygiene in the high school auditorium Thursday evening of next week. Dr. Hoag of Pasadena will deliver a lecture on civic hygiene the same evening, and both will be illustrated by stereopticon views.

A valuable old edition of the works of St. Augustine was presented to the University of Washington, library by Judge Joseph F. Shippen, who has just returned from a honeymoon trip to Europe. The book is a large, leather-bound affair, containing 1,270 pages.

The preface sets forth that the book is the first complete work of the old Christian saint that had been published up to that time. The entire work is in Latin, upon a heavy paper that is full of worm holes, and shows all the signs of a ripe old age. The book was printed in 1586. It was found in one of the shops in London. St. Augustine was one of the greatest of the early Roman Christians, as well as one of the most prolific writers of his time. He was born in Numidia in 354 A. D. and died at Hippo, near Carthage, in 383. The subjects covered in his works range over every phase of Christian experience.

Odds and Ends About Teachers and Trustees, Taken From Daily Papers

The Board then adjourned, without making any further effort to fill the vacancy on the Board with somebody, neither a Republican nor a member of the Christian church.

Mr. Culin cherishes among his correspondence one letter which he received from a schoolmar'm who was a victim to Cupid. He will not reveal the name of the teacher, but the letter which was brief was in full as follows: "I hope you will pardon me for leaving the school. I enjoy the work greatly. But you know yourself that it is easier for a Superintendent to secure a new teacher than it is for a teacher to secure a husband. The opportunity has come and I am going to take it at the full tide."

The school districts of Douglas County claim they have a kick coming. It is alleged that whenever any district in that county hires a lady teacher, and such teachers are always hired, as there is always a bachelor on the Board, that before the end of the school the bachelor member marries the fair pedagogue, and there is a vacancy to be filled again. This year there is more trouble than ever in getting teachers, as the ranks are depleted faster than new volunteers can be recruited, and in consequence, 40 school districts in that county are now clamoring for lady teachers. In fact, the School Boards of Douglas County are becoming known as matrimonial bureaus, and any single lady capable of teaching wanting to change her position in life should take the hint and go to Douglas County.

The Board of Education for Imperial County has set the week beginning March 16 as the period for examination of candidates desiring to secure teachers' certificates.

WANTS TEACHERS

That Uncle Sam finds the task of securing teachers for his educational system in the Philippine Islands a hard one is shown by the fact that two civil service examinations, held recently for the purpose of securing a list of eligibles, failed to accomplish their purpose, with the result that a third general examination will be held next month.

Several County Superintendents have received a communication from Frank McIntyre, Assistant Chief of the Bureau of Insular Affairs, concerning this matter.

The examinations will be held in this State at Fresno, Los Angeles, Marysville, Sacramento, San Jose and San Luis Obispo.

The entrance salary of the majority of male appointees will be \$1,200 a year, although some appointments will be made at salaries of \$1,000 or \$1,100, based upon the experience and relative standing in the examination. They will be eligible for promotion to \$2,000 a year for teachers, and \$1,600 to \$3,000 for division superintendents. Eligibility for the assistant examination is required for promotion to division superintendent.

The work of American men teachers is largely of a supervisory character, and the higher positions are filled as vacancies occur by the promotion of those who have demonstrated their efficiency and ability in the service.

Men only will be admitted to the examination for assistant, while both men and women will be admitted to the examination for teacher.

The subjects in which the applicants for teachers' positions will be examined will be: Thesis, of not less than 300 words; penmanship, arithmetic, geography, physiography and hygiene, English history, civil government of the United States, nature study and drawing, science of teaching, experience, training and fitness.

For the assistant the following subjects must be thoroughly mastered: Thesis, of not less than 500 words, correction of rough draft manuscript, mathematics, history and civil government of the United States, general history and geography, colonial government and administration, political economy, education and experience.

Seeks No Spinster Teachers

Two examinations will be held in Spokane March 11 and 12 by the Civil Service Commission, one to secure eligible candidates to fill 300 vacancies in the position of teacher in the Philippines, and the other to se-

cure candidates for various civil appointments in the Islands which require a certain standard of education and training.

The examinations for the position of teacher are open to women, who must certify that they are the wives, near relatives or fiancées of male teachers who will accompany them to the Philippines, or who are already in the Islands.

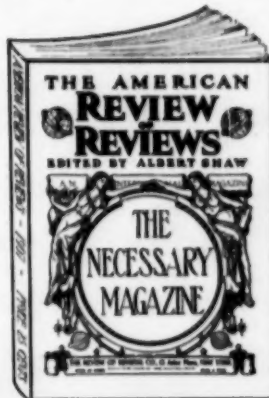
Application by those desiring to take the examination must be forwarded to the Civil Service Commission in Washington, D. C., in sufficient time for the return of examination blanks to this city by the date of the test. Information in regard to the positions will be furnished at the Spokane post-office.

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Susan Gregory, Spanish, English, Latin.
California, B. L. 1906.

FALLBROOK (U. H. S.)

Elma Pruett, English, History.
Pomona College, 1906.
California, 1906-07.

SAN JACINTO (U. H. S.)

Myrtle Timmons, English, Latin.
vice Kate N. O'Neill, resigned.

SANTA ROSA

Elede Prince, History, Mathematics.
California, B. L., 1904.
Addition at the New Year.

SAN FRANCISCO (Mission H. S.)

E. P. Carey, Science.
Harvard, A. B., 1893; B. S., 1894.
vice W. O. Smith, become Principal.
Walter Otto Smith, Principal.
California, Ph. B., 1895, and study.
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Sonoma County Institute, Santa Rosa, April
20-24, 1908.

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15-17, 1908.

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Alameda County Institute, Oakland, Idora Park,
April, 1908.

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WASHINGTON

Whitman, Garfield, Asotin County Institutes,
Pullman, April 7-8, 1908.

IDAHO

Inland Empire Teachers' Association, Pullman,
April 9-10, 1908.

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